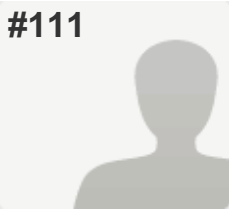


#111

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, June 29, 2016 3:12:04 PM**Last Modified:** Thursday, August 18, 2016 11:12:21 AM**Time Spent:** Over a month**IP Address:** 207.177.117.248

PAGE 2

Q1: Name of School District:	Stratford Community School District
Q2: Name of Superintendent	Sarah Binder
Q3: Person Completing this Report	Sarah Binder

PAGE 3

Q4: 1a.Local TLC Goal

NA

Q5: 1b. To what extent has this goalbeen met?*Respondent skipped this question***Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

NA

Q7: 2a.Local TLC Goal

Increase opportunities for teachers to collaborate and learn from each other.

Q8: 2b. To what extent has this goalbeen met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Stratford created 3 TLC teacher leader roles: mentor teacher; model teacher and instructional coach. There were 3 applicants. All 3 positions were filled (25% of the Stratford staff).

Mentor teacher worked with career teacher new to the district. Career teacher successfully completed modified residency program.

TLC teacher leaders designed Professional Learning Facilitator (PLF) role and share it with staff based on informal and formal input from staff. Staff agreed with TLC teacher leaders that PLF role was ideally suited to serve Stratford teachers at this time.

Instructional coach provided coaching formally and informally. Instructional coach visited classes informally bi-weekly. 3 teachers (25%) requested formal coaching; 3 teachers (25 %) requested informal coaching. Informal and formal coaching included observing teacher, meeting with teacher, setting student goals, observing coach, observing model teacher (cycle). All 3 teacher leaders were involved in planning and facilitating professional growth and development for the staff which focused on instructional strategies to increase student engagement and literacy; and all teachers found this to be effective.

Teacher leaders attended training August 3 & 4, November 10 & 11, and participated in ongoing training onsite. Informal monitoring by administrator is in place using release time, regular meetings before and after school and weekends. Teacher leaders evaluated process, positions and revised based on feedback and revisited handbook. Summary of teacher feedback and administrator monitoring utilized to create new teacher leader role- Professional Learning Facilitator. All staff and teacher leaders excited about new role.

Q10: 3a. Local TLC Goal

Increase leadership opportunities for career teachers (25% of teaching staff- 3 teachers).

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Stratford created 3 TLC teacher leader roles: mentor teacher; model teacher and instructional coach. There were 3 applicants. All 3 positions were filled (25% of the Stratford staff).

- Teacher leaders attended Instructional Coaching (Jim Knight) on August 3 & 4 and conducted an overview for staff August 25.
 - Teacher leaders met on September 22, October 20, and December 15 where they honed their instructional coaching techniques practicing with Jaymie Randel from PLAEA and each other.
 - Teacher leaders planned and facilitated professional development on effective literacy strategies and interventions September 21.
 - Teacher leaders attended High Impact Instruction (Jim Knight) on November 10 & 11 and planned professional development on Jan. 12 and 19 for staff on Jan. 22 about increasing student engagement using stories, questioning, thinking prompts, collaborative groups and project based learning
 - Teacher leaders planned professional development on Feb. 15 and 22 for staff on Feb. 26. about building community in the classroom.
 - Teacher leaders learned how to use Swyvl and taught other teachers how to use it to video classroom instruction and reflect on teaching practices.
 - Instructional coach scheduled bi-weekly half days starting in January to conduct pop-in observations which led to informal and formal coaching requests.
 - Teacher leaders facilitated 17 early dismissal professional development sessions,
 - Selection Committee formed; selection criteria and job descriptions established and application process in place (See handbook). Interviews conducted April 27 & 28. Hiring process completed April 29 (25% of the teaching staff): mentor- Linda White; Model- Deb Bergman; Instructional Coach- Gina Monroe.
- The initial instructional coaching role was an opportunity for teacher leaders to learn how to work with adults and that was the most rewarding and the most challenging this year as we implemented TLC. Teacher leaders grew tremendously in learning how to work with peers. In preparation for work with peers, they took any and all new learning and implemented it with fidelity in their classroom and coached each other in order to be prepared for facilitating professional growth and development with the staff. The teacher leaders will never approach professional growth and development in the way they might have prior to serving as teacher leaders. They know first hand the depth of knowledge and preparation that goes into planning and facilitating professional growth for teachers. As a district we learned that work days with release time are the most effective method to use for teacher leaders to work together and it is also the most difficult time to schedule with the shortage of subs. We tried a variety of creative scheduling and in the long run found that release time was the most effective even though it was difficult to schedule. Teacher leaders had the privilege of serving in leadership roles and experienced first hand the many challenges that go with leadership. They learned from it while actively stepping up and serving as leaders when things were going well and when things were not. The teacher leaders will tell you this has been one of the most difficult years in their teaching careers and one where they learned ten-fold about themselves as teachers, themselves as leaders in a profession that requires leadership at all levels, and the many challenges that come with leadership.

Q13: 4a. Local TLC Goal

Strengthen assessment and instructional practices to increase student achievement. Excerpt from Stratford Annual Progress Report with Iowa Assessment, FAST, MAP, CSIP goals, SWIS data and survey data included. Stratford did not administer Clarity survey; Stratford administered locally designed tech survey designed to assess Stratford's integration of technology.

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

All stakeholders identified the need to create a role that suited Stratford's unique teaching staff- co-teachers planning and teaching daily. TLC teacher leaders designed Professional Learning Facilitator (PLF) role and share it with staff based on informal and formal input from staff. Staff agreed with TLC teacher leaders that PLF role was ideally suited to serve Stratford teachers at this time.

Teacher leaders supported teachers with improving assessment and instruction which led to increased student achievement and provided evidence of the increases in student achievement. Students at risk made significant growth and students needing to be challenged (exceeding grade level expectations) also made significant growth. PD included: Short Reads, Six Minute Solutions, Number Sense, Number Talks, Iowa Reading Corps literacy strategies, strategies to increase engagement (thinking prompts, stories and use of questioning) and strategies to improve culture and community. The ongoing professional development and informal and formal coaching provided by the teacher leaders led to changes in teacher practice and revising the teacher leader roles to include Professional Learning Facilitator(s) to better meet the needs of teachers.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Develop long-term professional learning opportunities for all teachers; develop short-term professional learning opportunities utilizing teacher leaders.

Q17: 5b. To what extent has this goal been met?

(no label)

Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Long-term and short-term professional learning opportunities for all staff included Short Reads, Six Minute Solutions, Iowa Reading Corps literacy strategies, Number Sense, Number Talks, High Impact Instructional Strategies (increase engagement, improve culture and community). Teachers provided feedback and input which teacher leaders used to develop the new teacher leader role- Professional Learning Facilitator. Teacher leaders were scared to death to facilitate professional learning with peers. They did it and it was well received. This led to staff identifying the need for Professional Learning Facilitators who will build on the work this year's teacher leaders initiated with in-depth student goals and implementation of specific instructional strategies that impact and improve literacy, math and social skills for students. The initial instructional coaching role was an opportunity for teacher leaders to learn how to work with adults and that was the most rewarding and the most challenging this year as we implemented TLC. Teacher leaders grew tremendously in learning how to work with peers. In preparation for work with peers, they took any and all new learning and implemented it with fidelity in their classroom and coached each other in order to be prepared for facilitating professional growth and development with the staff. The teacher leaders will never approach professional growth and development in the way they might have prior to serving as teacher leaders. They know first hand the depth of knowledge and preparation that goes into planning and facilitating professional growth for teachers. As a district we learned that work days with release time are the most effective method to use for teacher leaders to work together and it is also the most difficult time to schedule with the shortage of subs. We tried a variety of creative scheduling and in the long run found that release time was the most effective even though it was difficult to schedule. Teacher leaders had the privilege of serving in leadership roles and experienced first hand the many challenges that go with leadership. They learned from it while actively stepping up and serving as leaders when things were going well and when things were not. The teacher leaders will tell you this has been one of the most difficult years in their teaching careers and one where they learned ten-fold about themselves as teachers, themselves as leaders in a profession that requires leadership at all levels, and the many challenges that come with leadership.

Q19: 6a. Local TLC Goal

NA

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

NA

PAGE 5

Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Develop new teacher leader role- Professional Learning Facilitator

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Teacher leaders grew tremendously in learning how to work with peers. In preparation for work with peers, they took any and all new learning and implemented it with fidelity, using each other for instructional coaching in order to be prepared for facilitating professional growth and development with the staff. The teacher leaders will never approach professional growth and development in the way they might have prior to serving as teacher leaders. They know first hand the depth of knowledge and preparation that goes into planning and facilitating professional growth.

Teacher leader evaluations, including Walk Thrus, informal observations, formal observations and 3 year evaluations documented teacher leaders grew as educators in multiple ways. Teachers honed their teaching skills related to student engagement and literacy (two focus areas). teachers developed leadership skills in working with peers. Teachers facilitated professional learning with staff, which required teacher leaders to implement new learning with fidelity in order to serve as model teachers.

As a district we learned that work days with release time are the most effective method to use for teacher leaders to work together and it is also the most difficult time to schedule with the shortage of subs. We tried a variety of creative scheduling and in the long run found the release time was the most effective even though it was difficult to schedule.

Teacher leaders had the privilege of serving in leadership roles and experienced first hand the many challenges to go with leadership. They learned from it while actively stepping up and serving as leaders when things were going well and when things were not. The teacher leaders will tell you this has been one of the most difficult years in their teaching careers and one where they learned ten-fold about themselves as teachers, themselves as leaders in a profession that requires leadership at all levels, and the many challenges that come with leadership.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.